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ABSTRACT

This description of the Erie Basic Educational Skills (BES) Program provides examples of the achievements made by the Erie Public Schools and Head Start toward BES and Responsive Educational Program goals. Staff positions, staff responsibilities, the curriculum, and programs initiated and carried out in the Erie Public Schools are described. The following programs have been initiated: (1) publication of a Basic Skills Curriculum Guide (BSCG) for use by teachers of reading, English, and mathematics; (2) participation of school teachers in a project designed to identify and incorporate into the curriculum basic life skills that today's students would need to live successfully in tomorrow's world; (3) provision of a workshop for teachers at feeder elementary schools focusing on how teachers could help students develop positive learning attitudes outlined in the BES guidelines; (4) development by teachers and principals of a "School Action Plan" intended to encourage school staff to identify areas of focus or emphasis for school activities; and (5) involvement of parents and community leaders in drafting recommendations for development of the BSCG. Additional topics covered in the program description include textbooks, organization and behavior regarding use of the BSCG, and needs assessment of parent involvement and teacher training. (Author/SS)

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ERIE, PENNSYLVANIA BASIC EDUCATIONAL SKILLS PROJECT PROGRAM DESCRIPTION 1980

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ERIE HSBES

with the
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and
Program Advisory Council

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FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

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BASIC EDUCATIONAL SKILLS PROJECT
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I INTRODUCTION

Erie, Pennsylvania: The City and Its People

"Erie has always been a 'middling' kind of city. Geographically, it lies halfway between Buffalo and Cleveland; statistically, it ranks as a medium-sized city; socially, it contains neither great wealth nor great poverty; religiously, it remains evenly split between Protestants and Catholics; and pyschologically, it generally behaves as a 'Big Small Town'. The city's dominant feature has always been the physical presence of Lake Erie. Indeed, Erie's harbor is the finest natural harbor on the Great Lakes and Pennsylvania's only lake port. Both Erie's heritage and the Erie future are derived from the influence of the lake."[1]

Geographically, too, Erie retains its "middle" image. The lake port lies midway between the cities of Cleveland, Buffalo and Pittsburgh. Erie is the geographic halfway point between the trade centers of Chicago and New York City - its strategic location along major land, rail and water transportation routes has opened the city up to unlimited trade opportunities. The dominantly non-agricultural community of Erie County lies on a flat lake basin inhabited by 324.4 persons per each of its 813 square miles.[2]

The Chamber of Commerce listed the industries of Erie that employ large numbers of area residents. This list follows.

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[1] The Ethnic Factor in Erie Politics, Dr. W. Garve, University Microfilms International, Ann Arbor, Michigan, 1976.

[2] 1978 Erie City Directory, Atkinson Erie Directory Co., Boston, MA., 1978

Leading Industries in Employment

Industry	Employees	Work Classification
General Electric	8751	Machinery (Electrical)
Hammermill	1900	Paper
Marx Toys	1500	Miscellaneous Mfg.
Lord Manufacturing	1400	Rubber and Plastic
Erie Tech. Prod.	1315	Machinger (Electrical)
Erie Forge and Steel	1300	Metal (Primary)
AMSCO	1090	Instruments
Erie City Iron Works	725	Metal (Fabricated)
Kaiser Aluminum	722	Metal (Primary)
American Meter	590	Machinery

(Source: The Ethnic Factor in Erie Politics, page 31)

What is important to note here is the fact that no single industry envelops a major proportion of the available labor force of Erie County's almost 120,000 workers. Even General Electric, the community's largest single employer, harbors less than 8% of the total labor force. This arrangement leads to economic flexibility and long-term employment stability among community industry since no one single market fluctuation will be likely to affect the total labor population adversely.

Erie has its average amount of problems, also. Even though no single major industry has monopolized the local labor force, leaving little risk of an occurrence of massive unemployment upon decline of any single industry, unemployment still reigns.

The "Big Small Town" of Erie is approaching potential for designation as a "labor surplus area". The rate of unemployment has recently (June, 1980) increased to around the dangerous level of about 9%. The rate of heavy local unemployment are shared by black and hispanic minorities, the young adult and females. Erie's unemployment rate has recently been running consistently higher than both the state and the national average jobless rate. Presently, Erieites work less and earn less on an average than Pennsylvania or national workers as a whole.

Paralleling the high unemployment rate is a local increase in the demand for certain factory skills. Erie City suffers from a lack of skilled labor, not an inadequate job supply.[3] Demand for labor in the 80's will be for specialized, technically skilled or semi-skilled workers. There will be a need for specialized clerical workers, machine operators, health service workers professionals and technicians in the fields of science, technology, banking and administration.

People with basic educational skills will be needed in the future to meet Erie's demand for skilled labor. The Erie Public Schools and BES program are well aware of the important responsiblities they must shoulder if the future economy and well-being of the Erie community is to be assured.

* *

The Erie BES Program

The Staff of the Erie BES Program

The Erie BES Program has six full time staff members. The following paragraphs briefly describe the major duties and responsibilities of each BES staff position.

The BES Project Manager

The BES Project Manager is Sandra McElroy. She is responsible for the supervision of all BES staff, the management of the budget, the purchase and requisition of materials, and the administration and coordination of all BES program components and activities. She is responsible for insuring

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[3] Labor Market Letter, Bureau of Employment Security, November, 1979.

that the Erie BES program complies with all local, state, and federal regulations and guidelines, and for coordinating the involvement in the BES program of the Erie Head Start and Public School sytem.

The BES Curriculum Specialist

The BES Curriculum Specialist is Acquanetta Frazier. She is responsible for developing and implementing a Responsive Staff Development Program in cooperation with Head Start, the Public School and the facilitator. She is also responsible for reviewing the current Head Start and elementary school curriculum to insure that they promote the teaching of developmentally appropriate, basic educational skills. The Curriculum Specialist will also help assess the completeness and appropriateness of classroom materials.

The BES Parent Program Specialist

The Parent Program Specialist is Angie Lewkowicz. She is responsible for implementing, conducting, and assessing the BES parent involvement program. She supervises two Parent Program Aides. She is responsible for conducting a program that encourages parents to participate in activities that develop their child's educational skills in the school, classroom and at home. The Parent Program Specialist serves on the BES Advisory Committee.

The BES Parent Program Aide

The two BES Parent Program Aides are Dennice Bush and Sienna McCurdy. They are responsible to the Parent Program Specialist for assisting in the development, implementation and evaluation of the Erie BES parent program.

They will conduct a parent needs and interest assessment and help parents establish continuity between the child's learning in the home and at school. They are to help organize and conduct parent education workshops and individual conferences.

The BES Program Secretary

The BES Secretary is Kathy Woodard. She is responsible for maintaining the official BES project records, handling correspondence, scheduling appointments, preparing correspondence, maintaining a file system and other typical secretarial duties.

The BES Floating Substitute Teacher

This full-time BES staff person will be hired in the fall of 1980. The person will be responsible for assisting the BES Curriculum Specialist in staff development efforts, and for providing temporary classroom instruction to allow the classroom teacher to participate in BES staff development activities, parent conferences, etc.

BES Program Liaison People

Three part-time liaison people will be appointed. One will be a Head Start staff member. One will be a staff member at each of the two BES feeder elementary schools. The Liaison people will help coordinate all BES efforts at their institutions. They will facilitate communications and speed the flow of information from and between the full-time BES staff and the on-site staff. They will also help carry out BES classroom assessments and help organize staff development activities at their site.

The BES Policy Advisory Committee

The following are the members of the Erie BES Policy Advisory Committee. The names and positions of each member are listed. The committee meets once every two months, as a committee, but its members interact frequently to discuss and plan BES program activities.

The Erie BES Policy Advisory Committee

1.	Tony Mucciarone	Principal - Pfeiffer-Burleigh
2.	Elaine Schwab	Elementary Curriculum Coordinator Erie School District
3.	Elmer Yacobozzi	Title I Counselor - Penn and Burns Elementary Schools
4.	Dorothy Christoph	Head Start-Child Development Unit Director - GECAC
5.	Amos Goodwine	Executive Unit Administrative Assistant - GECAC
6.	James Mando	Director of Planning - GECAC
7.	Regina Young	Head Start Parent Specialist - GECAC
8.	Dr. Peter Haiman	Facilitator - Far West Lab San Francisco, CA
9.	Peggy Brooks	Pfeiffer-Burleigh Parent
10.	Peggy Combs	St. Martin Head Start Parent
11.	Evelyn Carr	Head Start Teacher - Erie I Center
12.	Cheryl Jones	Burns Elementary School Parent
13.	Joyce Reynolds	Community at Large - Policy Council Member
14.	Linda Rice	St. Martin Head Start Parent
15.	Joyce Showers	Pfeiffer-Burleigh Parent
16.	Sandra McElroy	BES Project Manager

17.	Acquanetta Frazier	BES Curriculum Specialist
18.	Angie Lewkowicz	Parent Program Specialist - BES
19.	Sienna McCurdy	Parent Program Aide - BES
20.	Denise Bush	Parent Program Aide - BES
21.	Kathleen Woodard	BES Secretary

The BES Program in Erie: A Cooperative Effort

A significant and influential characterstic of the Erie BES Program is the high degree of active cooperation and mutual planning that has existed between all parties involved in the Basic Educational Skills Program effort.

A close working relationship has developed between the Curriculum Specialist of the Erie Public School District, the Principals of the two feeder elementary schools and the BES staff. Elaine Schwab, the Curriculum Specialist and Toni Mucciarone, Principal of the Pfeiffer-Burleigh Elementary School (the largest BES feeder school), have actively embraced the BES program effort. Ms. Schwab and her staff have recently completed writing a comprehensive Elementary Basic Skills Curriculum Guide for all grades and subject matter areas. She and her staff have introduced this curriculum guide to the teachers this spring and will begin to implement it this fall. The BES Program and Responsive Education model will reinforce this curriculum and provide the continuity and parent involvement that she and other school personnel desire.

Mr. Mucciarone was chosen by the Superintendent of the Erie Public School District to be Principal of the newest and largest elementary school, the Pfeiffer-Burleigh School. He has been given considerable authority for administering the school. He has selected staff based on their interest in implementing the Basic Educational Skills and Responsive Education Programs.

Mr. Milton Simon and the teachers at Edison Elementary School have also been cooperative and eager to participate in the BES Program. At an orientation, provided for the Edison teachers by the Erie BES staff, several teachers expressed interest in the goals of the BES Program. One teacher told the facilitator that the BES Program and Responsive Model embodied everything he believed in.

The Erie Head Start Program has also demonstrated its cooperation with the BES effort. The Head Start Director, Program Supervisors and the Curriculum and Parent Involvement Specialists have helped to disseminate information about the BES and Responsive Education Program goals to Head Start teachers and parents. The Head Start administrative staff have helped coordinate a needs assessment of Head Start parents and teachers. As stated in more detail elsewhere in this program description, the facilitator provided training to Head Start teachers on classroom management and organization, and on teaching math to preschool children. The BES and Head Start Curriculum Specialists and Head Start Program Supervisors continued each of these training efforts with Head Start teachers.

The following program description provides examples of the many achievements made by the Erie Public Schools and Head Start toward BES and Responsive Educational Program goals.

II CURRICULUM

The BES Elementary Schools

This year the Erie Public Schools completed a 350 page, Basic Skills Curriculum Guide, K-12 in Reading, English, and Mathematics. This guide was developed by teacher specialists, administrators, and consultants. In the course of their work, this basic educational skills curriculum team made several discoveries:

- In several topic areas more than 50% of the skills tested by the Stanford Achievement Tests were not taught prior to the time of testing.
- In many areas there was little or no consistency between skills in existing curriculum guides, skills addressed by textbooks in use, and skills tested by the Stanford Testing program.
- In several grades and subject areas, no coordinated curriculum guides existed, textbooks varied, and supplemental materials were non-existent.
- Assumptions about what skills were taught in previous grades were false. Perceptions about what skills would be taught in subsequent grades were similarly wrong.
- While the decision had been made that the Stanford Achievement Testing program assesses basic skills considered important by the district, the teaching of these skills and the testing of these skills had never been coordinated.
- Both the content of and approach to basic skills instruction differed widely between schools within the district.
- At some critical junctures in students' schooling, some important basic skill areas were not being reinforced or expanded.

The use of this Guide is described in a letter written by the Superintendent:

"The development of this K-12 Basic Skills Curriculum Guide is our first step in addressing these and other challenges. The implementation of this Guide throughout our district is the second step. Every teacher must become familiar with its contents and ensure achievement of fundamental Reading, English and Mathematics skills.

We must expect no less of our students and of ourselves, for to settle for less does not do nearly enough. I know that our staff has the competence to use this tool successfully, and I fully expect that it will produce the kind of results we all want for ourselves and our students."

Thomas C. O'Rourke
Superintendent of Schools

The Basic Skills Curriculum Guide, K-12 developed by the Erie Public Schools includes (except for science problem solving) all the skills listed on page 12 of the Basic Educational Skills Project Guidelines for Local Head Start Programs and Elementary Schools. The publication of the Guide is one of several program initiatives implemented this year by the Erie Public Schools that focus on the development of Basic Educational SKills.

A second BES initiative was the school district's participation in Project 81. Project 81 provides an opportunity for teachers to identify the basic life skills that today's students would need to live successfully in tomorrow's world. Teachers from the two BES feeder elementary schools participated in meetings that resulted in the identification of sixty Life Skills and made plans to incorporate them appropriately into their curriculum.

The following are the basic educational life skills identified in the areas of mathematics and communications. A similar list of skills was identified for the other basic educational skills and several of the learning attitutdes listed on page 12 of the Basic Educational Skills Program Guidelines.

FUNDAMENTAL MATH SKILLS

1. Computation
   a. Add
   b. Subtract
   c. Multiply
   d. Divide
   e. Know how to count money

2. Use appropriate developmental math concepts

3. Application of computational skills in every day life

4. Problem solving

5. Understand the importance of measuring accurately - be able to measure simple things

COMMUNICATION SKILLS

1. Listening - be able to listen accurately and respond appropriately

2. Speaking - be able to express your ideas clearly and logically

3. Writing
   a. Compose a literate theme
   b. Write or print legibly
   c. Criticize a composition
   d. Express your ideas clearly and logically

4. Reading
   a. Be able to read for meaning and information
   b. Understand development, level of meaning, stucture and elements of a novel.

5. Vocabulary Development

6. Participate in Literary Arts - learning to appreciate poetry

The basic life skills, identified by Project 81 teachers, have been incorporated into the Erie Public School's Basic Skills Curriculum Guide.

A third Basic Educational Skills initiative of the Erie schools this year was begun at a two day workshop for the teachers at both feeder elementary schools. This workshop was called "School is a Feeling" and focused on how teachers could help students develop the positive learning attitudes on page 12 of the Basic Educational Skills Project Guidelines. The workshop presentation covered the following topics.

1. Children learn best when they feel valued as individuals.

2. A positive self-concept is essential not only for valuing others, but for attending to cognitive growth.

3. Since people tend to remember best the pleasant experiences in their lives and to block out the unpleasant, learning that is enjoyable will be retained longer.

4. Repetition can aid retention and transfer; games can provide such repetition in a joyful way.

5. Self-evaluation can give immediate feedback that enhances learning.

Teachers were given opportunities to plan how these principles could be incorporated into the daily class curriculum and be made part of the school's total approach to education.

To reinforce the "School Is a Feeling" effort, the Erie Public School's Curriculum Coordinator, Elaine Schwab, prepared a memo to teachers that reinforced the preservice training's emphasis on positive learning attitudes. With the memo were several different subject matter handout sheets that give specific and practical examples of how the basic educational skills can be taught to foster the development of the student's positive learning attitudes. The following 24 points were listed on the Math handout sheet distributed to all teachers who will teach at the two BES feeder elementary schools:

School Is a Feeling in MATH

1. Use rhythmic activities for oral counting, such as clapping, jumping rope, playing "Buzz".
2. Include math problem in morning program, "John found $1.00. How many candy bars can he buy for 25¢?"
3. Quiz show or contest during morning program or in class.
4. Math Club - Make geometric designs by connecting dots on papers; include carpentry work.
5. Have a Math King or Queen for the day.
6. Play games using dice or cards.
7. Teach card tricks based on mathematical principles.
8. Use Title I teachers as resource persons. Borrow their games and drill records or get ideas from them.

9. Make a common file for math dittos.
10. Play hopscotch on playground - must solve a problem in each block before jumping in it.
11. Make a giant number line on the playground.
12. Use steps as number line. Put number on each step add, subtract, sequence, greater than, less than, etc.
13. Measure and make map of classroom.
14. Measure heights of children using metrics.
15. Use cooking to teach measures, fractions, temperatures.
16. Take census of classrooms. Make graphs using vital statistics. Report interesting facts during morning program.
17. Make riddles using math.
18. Set up store to sell things or pretend to buy and sell.
19. Make a shopping list from newspaper ads. Make and solve problems
20. Use menus to order from. Figure sales tax and change.
21. Use sports to figure averages, distances. Use Olympics.
22. Use number rhymes for counting.
23. Make problem cards with each child holding part of problem |2| |+| |3| |=| |5|.
24. Take small group to store to shop. Use calculator to figure prices.

Sheets with similar suggestions for the other basic educational skills were developed and distributed to the teachers. Ms. Schwab plans to take part in reviewing her ideas with teachers during BES teacher training to begin this fall. She also has made plans to work with the BES Curriculum Specialist and make classroom visits to provide teachers with individualized help in instituting the positive learning attitudes and Basic Skill Curriculum.

The Edison Elementary School staff has incorporated several BES and "School Is a Feeling" principles in an effort to focus attention on the importance of acquiring basic educational skills and the need for parents and teachers to work together to achieve that goal.

The following paragraphs are quoted from the Erie School District "Newsletter" and describe in more detail the Edison School efforts.

"T-shirts" Build Edison Esprit De Corps

> A new parental involvement program at Edison Elementary School has everyone wearing Edison "T-shirts", singing the school song and doing anything else that will build a sense of belonging for the students and their parents. School principal Milt Simon and guidance counselor Peg Whalen, working with the school's PTA, developed the program to bring a "sense of community" to the east side school.

The program was "kicked off" recently with the sale of "listening is Learning " T-shirts and the unveiling of the school's new song, written by Edison teacher Kathy Polito.

According to Simon, each Friday the school holds an assembly to acknowlege students whose academic, social or civic achievements deserve recognition. Parents, neighborhood groups and community organizations are invited to participate either as program guests or as observers. The program also allows time for the school staff to communicate with parents and neighbors, strengthening the ties between groups.

A fourth basic educational skills initiative carried out in each Erie elementary school this past year was the development by the teachers and principal of a "School Action Plan". The "School Action Plan" encouraged the school staff to identify an areas(s) of focus or emphasis for school activities. This area of focus frequently related to the fostering of a specific basic educational skill. The plan showed how each teacher and the principal could provide activities and work together to enhance the opportunities for attaining the particular skills or behaviors.

The focii developed by the principals of the two BES feeder elementary school follows:

Tony Mucciarone for the Pfeiffer-Burleigh Elementary School:

1. Improve the reading skills of those students who are presently below acceptable reading levels.

2. Improve the attendance and tardiness during the school year.

3. Improve the discipline of the student body.

Milton Simon for the Edison Elementary School:

1. Organize and monitor an effective PTA for Edison School.

2. Develop a program for cleanliness and maintenance of Edison School.

3. Improve the basic skills of students in reading and math.

The fifth initiative was not, at its inception, thought to be directly related to the Basic Educational Skills program. The Erie Community

Committee of the Whole on Desegregation involved parents and community leaders in meetings with school staff. One of their recommendations was that the school district set academic standards for children in each grade. These parents and community leaders had been concerned about test scores, published by the Superintendent of the Erie Public Schools, that showed a gap between scores on standardized achievements tests earned by minority and majority students. These scores were published by grade and by school. The concern expressed by The Committee of the Whole about test scores and academic standards helped strengthen the district's feeling of a need for a unified, developmentally appropriate curriculum throughout all elementary school grades and in all subject matter areas. The recommendations from The Committee as a Whole contributed to the writing of the Erie Public Schools Basic Skills Curriculum Guide, K-12.

The sixth BES initiative was recently launched when the Erie Public School District established a Curriculum Department. A major purpose of this department is to reinforce the efforts of the BES program and to work closely with the Head Start program and BES staff.

Workbooks and Texts Used in the Erie Elementary Schools

The Erie Public Schools has adopted elementary text books and supplemental materials for teachers in all schools to use in teaching the basic educational skills. The Basic Skills Curriculum Guide, discussed above, provides continuity and consistency to the use, direction, and focus of text books.

The Erie Public School district uses Discovering Phonics We Use, published by Rand McNally and Phonics as the reading-phonics workbooks. These workbooks are used in grades 1-4.

The Language for Daily Use series published by Harcourt, Brace is used to teach English from second through fifth grades. Skills in Spelling, published by the American Book Company is used in all schools to teach spelling.

Reading Basics Plus, published by Harper and Row is the basic text used to teach reading in primary schools. These texts are supplemented by the Harper and Row Reader series.

Elementary handwriting, grades 1-5, is taught using the Sound Off, Off We Go, New Universe, Gliding Along, and Upward Thrust series, published by Zaner Bloser.

The Houghton Mifflin math series is employed by kindergarten through the eighth grade teachers, and the Understanding Your Environment series, published by Silver Burdett is used to teach science throughout the elementary grades.

The Organization of Instruction

Elementary students are currently grouped wthin grade for reading and math instruction. Teachers use achievement test score results within the reading and math curricula to sort students for group instruction. Each teacher within a grade will take responsibility for teaching a math or reading group composed of students from other classrooms within the grade.

Each elementary teacher completes, at the end of the academic year, a Pupil Profile Sheet for each student in class. The Pupil Profile Sheet indicates the level of achievement reached in each subject and basic educational skill area. Included on the sheet are any special needs the child might have such as a medical problem or learning disability. The Pupil Profile Sheet is passed to the teacher in the next higher grade

level to help group students for instruction. The Pupil Profile Sheet will be developed and used as a guide to create a similar form that Head Start teachers will use to record student data and send to kindergarten teachers.

From kindergarten through the elementary grades, teachers are encouraged to give students opportunities to make choices and develop self-discipline. This is done to various extents and in various ways by different elementary teachers. Some examples of ways teachers encourage choice making by students are: 1) choosing books, activities or learning center activities after an assignment is completed; 2) moving to the library and special activity areas without adult supervision and; 3) pacing oneself through a long term assignment. The opportunities for self-selected and self-directed activities increase as students develop the maturity and responsibility necessary for such tasks. However, some teachers are more inclined to encourage this type of behavior than others. The Curriculum Coordinator for the Erie Public Schools stated that this might be a productive topic for inservice teacher training.

The classrooms at both the Edison Elementary School and the Pfeiffer-Burleigh school are, for the most part, divided into study and/or activity areas. Each area has two or three small tables for small groups to work on a project or in workbooks. The teacher moves from group to group providing help and instruction to the group or sits with the children in a circle reading or solving some problem. This classroom arrangement is particularly characteristic of first grade through fourth grade classes. The kindergarten classes are organized around learning centers similar to the classroom arrangement used in Head Start. The fifth and sixth grade classes are organized in rows of seats, for the most part. However, several upper elementary classrooms

also include learning stations.

Head Start BES Centers

Erie Head Start center classrooms are organized around learning centers. The facilitator provided Head Start teachers with a workshop that presented guidelines for organizing a classroom so that teachers could offer a balance between teacher-directed and child-selected learning activities. The Principles of Responsive Classroom Organization were presented in detail at the workshop. Teachers had an opportunity, using blocks and miniature furniture, to, on a small scale, experiment with different classroom arrangements of learning centers. After the workshop, the facilitator visited each Head Start teacher in the classroom. Quite a few teachers decided to modify their classroom to better coincide with the Responsive organizational principles.

Most Erie Head Start classrooms have a good number of learning centers, and children have an opportunity to choose one of interest and explore the learning materials in it. Some classes seemed to have greater diversity of kinds of learning centers and of materials within learning areas than did others.

Teachers attend to the needs of individual children and provide small group activities. The teachers told the facilitator that they feel the need to broaden and diversify the learning activities presented to children in Head Start classrooms. This need also surfaced in the needs assessment done with teachers by the BES staff. The current Head Start Work Plan or Curriculum Guide covers the Basic Educational Skills areas and provides examples of what Head Start teachers can do to help children develop the particular skill. The Head Start teachers seem to be familiar with the content of the Guide, but want to learn more and different strategies and

activities, and to provide children with new experiences that will develop the basic skills.

Accordingly, the facilitator and the BES Curriculum Specialist conducted two Responsive Process BES math workshops for Head Start teachers. The facilitator conducted the first workshop and presented Piaget's notions of how young children gain mathematical competency. Piaget's thinking about seriation, classification and other preoperational processes were reviewed and explained. A question and answer period ended the first presentation. The facilitator then showed the BES Curriculum coordinator how she could conduct the next workshop for the Head Start teachers. The facilitator gave the Curriculum Coordinator sheets of Piagetian math activities for preschool children, and suggested that she obtain materials that she could distribute to teachers at the second math workshop. They could then use these materials to carry out, with each other, the math activities that she would first demonstrate to the group as a whole. At the second math workshop, the Curriculum Coordinator passed out the preschool math activities sheets to the Head Start teachers. She then followed the rest of the workshop plan as described above.

After the workshop, the Head Start teachers reported that this kind of opportunity to learn how to teach basic educational skills to Head Start children was what they wanted and needed.

Two similar workshops showing Head Start teachers how to provide children with pre-writing and science learning experiences were then provided by the BES Curriculum Coordinator.

The BES positive learning attitudes were included as a focus of each inservice Head Start workshop. The BES Curriculum Coordinator provided Head Start teachers with examples that helped them see that how a teacher

presents and teaches the math and science skill curricula, determines whether the child will acquire positive learning attitudes.

In response to the request of the Head Start teachers, additional Reponsive Process - BES workshops will be provided that focus on how to help children gain educational skills and positive learning attitudes. In addition, the Head Start Work Plan or Curriculum Guide will be revised. The purpose of the revision is to: 1) Add the BES positive learning attitudes to the Guide and to include examples of what teachers can do to encourage them; and 2) include more examples and suggestions for how the basic educational skills can be taught to children in Head Start classrooms.

The Erie Public School Curriculum Coordinator has agreed to help revise the Head Start Curriculum Guide. She will join Head Start teachers and the Head Start and BES Curriculum Specialists in this endeavor. Since she has recently completed a kindergarten Curriculum Guide for the Erie Public Schools, her participation will help insure curricular continuity between Head Start and kindergarten classrooms. After the Revised Work Plan is completed, copies of it will be distributed to all Head Start and BES kindergarten teachers. Workshops will be provided to acquaint these teachers with the new Work Plan.

PARENT INVOLVEMENT IN CURRICULUM

In the Elementary Schools

Currently the amount of parent participation in Erie Public School classrooms is limited. A Room Parent Program exists as part of the P.T.A. Parents who volunteer to be Room Parents, participate at holiday times by giving a classroom party, or work to help organize and implement a school play.

On the Reading is Fundamental (RIF) days, parents dress up as storybook characters and help children look at and select books. The RIF program encourages parents to read to the child a book that the child selects. The children are encouraged to write a report on the book they selected and turn it in. Parents and children are then invited to an awards party where a child in each grade, who wrote the best book report, is given an award.

Some parents also volunteer in the elementary school libraries. In addition to helping the school librarian shelve books, these parents often help children select and find books in the library.

The principals and Erie School Curriculum Coordinator would like to see more parents become involved as classroom volunteers. Most elementary teachers also would like to have parents participate in their classrooms. However, a few teachers expressed reservations about having parent volunteers in their classsroom. Their reservations are based, in part, on past experiences when parents, unprepared for classroom experiences, misinterpreted certain classroom behaviors and reported their observations to neighbors. Teachers agree that a program for parent classroom volunteers should be planned to include pre-volunteer training on what to expect and how to act

in the classroom. Parents would thus plan their participation with the classroom teacher before volunteering, so that both the parent and the teacher would know what each was to expect from the other and from the children.

Conferences between parents and public school teachers can take place at anytime. Formal parent-teacher conferences are scheduled once a year. The elementary schools have had a good response and turnout from parents at the yearly parent-teacher conferences. The schools provide transportation and babysitting to encourage parents to attend these conferences. In addition, the services of staff from Erie's International Institute are used to provide translation at these conferences for those parents who only speak Spanish, Laotian or Vietnamese. Several students who have non-English speaking parents will be attending the Edison and Pfeiffer-Burleigh Elementary schools.

Another effort by the schools to involve parents, takes place when a child is having difficulty learning a basic educational skill. Teachers will often assign the child homework, and then send notes to parents explaining the reason for the child's homework assignment and encouraging parents to help the child learn at home.

Teaching staff from both feeder elementary schools have volunteered to participate in evening workshops for parents that will show parents how they can help their children gain basic educational skills at home. These evening workshops will begin in the fall of 1980 and include training for parents on how to use the basic educational skills Parent/Child Activity Cards developed by the Chattanooga Public Schools. Evening orientation and training will be provided to parents by elementary teachers and principals that will explain the Basic Skills curriculum. Audio tapes will be developed that explicate the elementary school curriculum in each grade.

Tapes will also be developed that focus on the basic educational skill areas and tell parents what they can do to help their child acquire these skills. These tapes will be available in the Parent Room at both elementary schools. Parents will be able to hear them in the Parent Room and/or borrow the tape and a tape recorder to take home. It is thought that these tapes and the Parent/Child Activity Cards (described in more detail elsewhere) will be an important resource to help parents become teachers of their own children.

In Head Start

The BES Head Start Centers involve parents in several ways. Parents are hired as substitutes for teachers when teachers are ill or provid extra help to teachers on class field trips or in other special clas activities. Parents who demonstrate teaching talent during these o are often hired to replace a Head Start teacher who leaves his/her jo

Head Start teachers schedule three parent-teacher conferences a y with each parent. The progress of the Head Start child is discussed during these meetings. At these times, teachers review with the parent the Head Start curriculum experiences being offered the child and suggest things the parent can do at home to help the child's educational development.

Like the elementary teachers, who were interviewed by the BES staff and the facilitator, the Head Start teachers would like to see parents participate in the education of their children at home and in the Head Start classroom.

Past BES Efforts to Involve Parents in Curriculum

As stated in the description of Erie's Parent Involvement BES Component, the BES staff, Head Start and Public School administrators and teachers

have made a special commitment to involve parents throughout the BES program effort. The following paragraphs will describe parent involvement activities, conducted by the Erie BES program to involve parents in the curriculum component.

Two workshops were provided by the BES staff to Head Start and elementary school parents. The first showed parents how to make and use flannel boards to develop their child's language and mathematical skills. The second workshop provided parents with guidelines for the selection of children's books, described the resources and programs offered by the public library, had parents apply for library cards and demonstrated how to read to children. The BES Parent Aid talked to parents about the educational skills and benefits children can receive from having stories read to them by their parents. She then read a story to a child present at the workshop, to show how reading to children can be both enjoyable and instructive.

The BES parent involvement staff have made a great effort to contact and visit Head Start and Elementary School parents. The staff made home visits, arranged neighborhood group meetings and spoke with parents on the telephone. One purpose of these contacts has been to inform Head Start and elementary school parents about the BES program. A second purpose of these initial contacts was to encourage parents to see themselves as teachers of their children.

The BES parent involvement staff organized a tour to the new Pfeiffer-Burleigh Elementary school for Head Start parents and their children who would be attending kindergarten this fall. The parents and children had a tour of the building and the kindergarten classrooms.

A BES parent accompanied the BES staff to the Mary B. Martin School in Cleveland, Ohio. This school has been implementing the Responsive Education

Program. The principal of the school described how the Responsive Educational approach is used to teach basic educational skills. The parent and BES staff members spent the rest of the day observing classroom teaching. Comments made by the parent about her visit were published in the Erie Head Start Parent's Newsletter.

The BES Parent Involvement staff has held several meetings with elementary school and Head Start parents at Head Start Centers and the elementary schools. The purposes for these meetings were to describe the BES program to parents and to conduct a parent needs assessment to determine how parents would like to become involved in their child's education at home and in school. These meetings and activities are listed in the Parent Involvement Component section of this program description as are the BES program's goals for providing parents with opportunities to become involved in their child's education at home and at school.

TEACHER ATTITUDES AND BEHAVIOR IN CURRICULUM

The Basic Skills Curriculum Guide, K-12 was completed and distributed to elementary school teachers in March, 1980. Teachers have, since, been evaluating the Guide and will meet in August to revise it and receive training on its implementation.

The use of the Guide for lesson planning will be monitored by the school principals. Each teacher writes a weekly lesson plan which is turned in to the principal. The principals are supposed to review these plans, but most do not. Teachers felt that more feedback from the principals would improve their weekly lesson plans. The teachers have also said that they would like the principals to be more involved in curriculum development. Since principals will play an important role in determining how the Basic

Skills Curriculum Guide will be used in their school, monthly, half-day, grade level inservice workshops will be held for the combined teaching staffs of Edison and Pfeiffer-Burleigh Elementary Schools. The purpose of these workhsops will be to help teachers develop lesson plans that represent the Basic Skills Curriculum and the Responsive Education Process. The Curriculum Specialist and school principals will participate with the facilitator in conducting these monthly, half-day workshops. Between workshops, the principal and Curriculum Specialist will visit individual classrooms to observe teaching and provide individualized guidance and help to teachers in implementing the BES, Responsive Education Curriculum.

The Curriculum Coordinator from Head Start and the elementary school principals have agreed to participate with the facilitator in assessing the implementation of the BES program in Head Start and the feeder elementary school classrooms. A BES-Responsive Educational Classroom Observation Instrument is being developed by the facilitator. This instrument will be used to help the classroom teacher assess the degree to which the curriculum focuses on the basic educational skills and positive learning attitudes listed on page 12 of the BES Guidelines, and also reflects Responsive educational characteristics.

The facilitator, BES Curriculum Specialist, Public School Curriculum Coordinator and Head Start Curriculum Specialist will assess the Head Start teachers and classrooms. The facilitator, BES Curriculum Specialist, the Curriculum Coordinator for the Erie Public Schools, the elementary school principals and liaison people will assess the two elementary feeder school teachers and classrooms. This fall the facilitator will provide orientation training to these individuals that will familiarize them with the instrument and its use and develop, with them, a process

for insuring its appropriate implementation with Head Start and elementary school teachers this fall. It will be stressed that the BES-Responsive Education Classroom Observation Instrument will be used to help teachers look at their classroom, their curriculum, their material resources and their interactions with students, so that they can improve their teaching of basic educational skills and learning attitudes. The instrument will not be used punitively, but to nurture good teaching and to determine areas where teachers could benefit from inservice teacher training.

In the section of this program description that addresses the Teacher Attitudes and Behavior component, there is a discussion of how the "Required Aspects" and "Child Outcomes", listed in Appendix A for each basic educational skill, will form a base for the inservice training of BES teachers. The basic educational skills learning activities, listed in Appendix A of the BES Program Guidelines, will be developed and extended to apply to children in the primary grades, and distributed to teachers along with the appropriate BES curriculum guide.

CONTINUITY IN CURRICULUM

The Erie Public Schoools have taken important first steps to insure continuity between grades. The Basic Skills Curriculum Guide, completed this past spring, provides a written plan for continuity in the basic educational skills and learning attitudes. Pre- and inservice teacher training, beginning this fall, will focus on helping teachers implement the Basic Skills Curriculum using the Responsive Educational Approach.

The principals of the two elementary schools and the district's Curriculum Coordinator have agreed to set aside one half-day each month for inservice teacher training at both feeder elementary schools. The topics

to be covered in this fall's preservice and monthly inservice teacher training days are listed elsewhere in this program description.

Head Start teachers, the Head Start Curriculum Specialist, kindergarten teachers, and the Erie School's Curriculum Coordinator have already begun meeting to coordinate the curriculum offerings in Head Start with the kindergarten curriculum. It is anticipated that a written, coordinated Responsive-BES curriculum for Head Start and kindergarten will be completed by the end of spring, 1981, and will focus on providing continuity in educational programming for the basic educational skills and positive learning attitudes listed on page 12 of the BES Program Guidelines. (It should be noted that most of these skills and attitudes are already a part of the kindergarten curriculum guide).

Continuity Between Head Start and Kindergarten: Parent-Teacher Conference

The kindergarten teacher will participate in the third and final Head Start parent-teacher conference. This will provide for an exchange of information that will strengthen the educational continuity for the child at home and in kindergarten. Not only will the kindergarten teacher learn about the Head Start child who will be entering his/her class, but the kindergarten teacher will learn what Parent/Child Activitiy Cards the parent has been using with the child, and begin to work with the parent to continue this and other home learning activities.

Kindergarten Registration for Parents

The BES staff has helped Head Start parents provide a smooth transition for their children into kindergarten. They helped Head Start parents prepare to register their children at the elementary schools. Individual

home visits were made by the BES staff to all Head Start parents with children who would attend kindergarten in the fall of 1980.

The BES staff made sure that parents had the various documents that the school would need for kindergarten registration. When necessary, they provided the parent with transportation to the school. At the registration, they introduced parents to the principal and teachers on hand, and took parents to see the kindergarten classrooms.

Film Strip for Head Start Children

One of the most creative accomplishments of the Erie BES staff is a film strip for the Head Start children who will attend the new Pfeiffer-Burleigh Elementary kindergarten this fall. This film strip and audio tape show the Head Start children what the school and kindergarten room look like. It tells them what to expect on their first day in kindergarten. The film strip makes going to kindergarten seem like an exciting and comfortable experience to which the Head Start children can look forward. This film strip was shown to all the Head Start children who will attend Pfeiffer-Burleigh School this fall, and was well received by both the children and their parents. The staff plans to make a similar film strip for Head Start children who will attend kindergarten at the Edison Elementary School.

III PARENT INVOLVEMENT

The BES Needs Assessment

Parent involvement has received a great deal of attention this year in the Erie BES program. The elementary school principals and elementary school teachers, the Head Start director and teachers and parents have decided to give special importance to developing active parent participation in the BES program effort. As a result, the Erie BES program has initiated quite a few parent involvement activities.

The BES staff has met with parents individually, has organized and conducted other small and large parent group meetings, talked with parents on the telephone, and visited parents in their homes. BES parent aides conducted a BES parent Needs Asessment. Parents involved in this project were public school parents and parents of children at Head Start Centers. These parents will have children attending the new Pfeiffer-Burleigh and Edison elementary schools in the fall of 1980. During their contact with parents, parent aides supplied parents with information about BES and the Responsive Approach.

Results of the BES Needs Assessment indicated that parents had many questions about the new Pfeiffer-Burleigh Elementary School. The BES staff arranged for the principal of Pfeiffer-Burleigh to meet with these parents to discuss plans for opening the new shcool with them. Approximately ten parents attended the meeting at Greater Erie Community Action Committee (GECAC).

The BES staff arranged and organized a Parent Involvement Seminar which was held in the Martin Luther King Neighborhood Center. The educational director and the artist from the center met a number of times to

coordinate the efforts. They provided space to conduct the meeting, constructed a flyer which was distributed to parents of Penn Elementary School students, Head Start parents and Martin Luther King parents. Approximately twelve parents attended this meeting along with the principal from Penn School, the principal of Pfeiffer-Burleigh, the Martin Luther King's educational consultant, BES Staff and the facilitator. Parents were provided with information about the new school, given an orientation to the BES program and participated in the needs assessment process.

The BES staff administered a needs assessment questionnaire to 45 parents. In answering the questionnaire, many parents provided detailed information. This, in itself, showed that parents are interested in many BES program areas. The results of the questionnaire will help the BES parent involvement staff plan and implement appropriate parent workshops, training sessions and other BES parent activities. An overview of the data gathered by this 20 question instrument follows:

Question one (1) asked all parents to state if they were interested in volunteering in the classroom. Seventy-three percent (34 parents) said they would volunteer in the classroom. A great number of parents showed interest in being in classrooms other than the one their own child attends.

Question two (2) asked about parents' interest areas. Parents are overwhelmingly interested (55%) in arts and crafts. Other areas that command the interest of parents are sports, cooking, sewing, psychology and scouting. Some other interests mentioned by parents were outdoor activities, adult education, plants and coaching.

Question three (3) asked parents to state which activities they would share in the classroom. Forty percent (40%) of the parents stated they would share arts and crafts (macrame, ceramics, weaving, etc.) A number

of parents (22%) stated that they would participate in sports activities or provide information to classes. Some other interests parents said they would be willing to share are sewing, carpentry, psychology, cooking, reading and others, too numerous to mention here.

Question four (4) addressed the Parent Room to be created at the elementary schools. Parents indicated that they would like the room to contain teaching aids, audio visual aids and home teaching materials. Forty percent (40%) of the parents stated they would like magazines of various types available. From the responses to this question, it became clear that parents would like to hold group discussions and have after school activities in the Parent Room. Some need for providing babysitting services in the Parent Room was indicated by 15% of the parents.

Question five (5) stated that the BES parent involvement program will provide workshops and training to parents. Over sixty percent (60%) of the parents said they would be interested in attending workshops for their own personal development. Reading, again, showed up as an important area to develop. Twenty-four percent (24%) of the parents showed interest in having a workshop on selecting books for children. Other workshop topics of interest are making and selecting educational materials, selecting family and community experiences to enhance each child's development, parenting techniques and selected television viewing. Some parents also stated a desire to have workshops on childhood discipline, hyperactivity and nutrition.

Question six (6) asked if the child has had all immunizations. Ninety-three percent of parents responded yes. Seven percent (7%) responded no or failed to respond.

In responses to question seven (7), ninety-six percent (96%) of parents stated their child had a birth certificate or other document to verify the

child's date of birth.

Responses to question eight (8) showed that ninety-three percent (93%) of the parents who answered this question want home visits to discuss their child's education.

Question nine (9) revealed that forty-seven percent (47%) of the parents are interested in becoming block parents.

Questions ten (10) and eleven (11) asked if a parent had a car available for daily use and would be willing to arrange car pools for other children. Only twenty-seven percent (27%) of the parents responded yes to both questions.

Questions 12, 13 and 14 dealt with volunteering for school activities. Sixty-eight (68%) of the parents are interested in joining the PTA. Sixty-three percent (63%) of the parents stated they are willing to become classroom parents. Fifty-three percent (53%) stated that they would help in the cafeteria.

To questions sixteen (16) and seventeen (17), sixty-nine percent (69%) responded that they would be available for evening meetings and ninety percent (90%) stated they would be available for daytime meetings.

The responses to question eighteen (18) showed that, of the parents contacted, only thirty-seven percent (37%) understand what the BES program is and how it works.

Answers to question nineteen (19) revealed that sixty-three percent (63%) of parents are interested in helping with field trips.

In response to question twenty (20), seventy-five percent of the parents indicated that they would be interested in participating in social and recreational activities for the family provided in the school.

The results of this questionnaire are being used to structure the BES

parent involvement program and plan future parent activities.

Two parent workshops were held in April. One workshop focused on constructing and using a flannelboard. The other workshop provided information on selecting books for children. The Head Start Program and Supervisors and the Elementary School Curriculum Coordinator and BES and Head Start Parent Specialists participated in these workshops.

In response to data that indicated only thirty-seven percent (37%) of parents know about the purpose and components of the Erie BES program, the staff decided to continue and strengthen its efforts to contact and inform parents. The help of Head Start and elementary school teachers and principals was enlisted. As a result, the Erie BES program was placed on the agenda of all Head Start and elementary School meetings of teachers and or parents. The following is a list of workshops and other meetings that have been held, where the Erie BES program was formally presented and discussed:

1) Title I parent meeting at Pfeiffer-Burleigh Elementary School.
2) Head Start Center Meetings at each participating Head Start Center.
3) A Child Advocacy Workshop.
4) Head Start Policy Council Officer Training Session.
5) State and District Head Start Parent Representative Meeting.
6) A BES sponsored Workshop for Parents on Making and Using Flannelboards.
7) A BES sponsored Workshop for Parents on Selecting Books for Young Children.
8) A combined meeting of the Head Start and School District Parent Involvement Staff.
9) Parent meetings at Penn and Burns schools, (the two elementary schools that will be closed in the fall of 1980 and whose children will then go to the new Pfeiffer-Burleigh Elementary School.)

10) A parent meeting held by the principal of Pfeiffer-Burleigh School to acquaint parents with the new building.

In addition, the BES program was described, in detail, in the Head Start Parent newsletter. As a result of this extensive and diversified effort by the BES staff, the parents and teachers associated with the participating Head Start Centers and the two feeder elementary schools will be familiar with the Erie BES program and their roles in it. The Erie BES staff has shown an unsual degree of initiative and persistence in its efforts to have the BES program known throughout the community.

It is interesting to note that the people, who created the agendas for the organizational meetings listed above, responded favorably to the BES staff's request for time to present the BES program at their meeting. The facilitator has been impressed by the favorable response given to the BES Program effort by people in the public schools and related organizations within the Erie community.

In response to data from the needs assessment of parents, the BES staff held two workshops. The first responded to the request made by parents to receive guidance in selecting books for young children. A second workshop was held at the parents' request to learn how to develop home-made activities that they could use to help their children gain basic educational skills. This workshop showed parents how to make and use flannelboards to develop their child's mathematical, conceptual, and language skills.

Future Plan to Involve Parents in the BES Program

The plans for the parent involvement program described below are the result of numerous meetings that the BES staff has held with parents and from the unusually cooperative, joint BES planning meetings that the BES

staff has had with the principals of both feeder elementary schools, the Director of Federal Projects, the Curriculum Coordinator for the Erie Public School Distict, the teachers at both elementary schools and the Head Start Center directors and teachers.

A committment to orchestrate a variety of parent involvement program efforts has been made by the several sections of the educational community that will participate in the BES program effort in Erie. This effort has been planned to attract the interest of a variety of parents with different personal and family developmental needs. Therefore, the BES program will provide a variety of parent involvement strategies to engage parents in the education of their children. It is important to understand that the BES parent involvement program plan described below, has been developed and approved by the necessary school principals and directors and is based upon the Erie community's past experience with parents and the recent BES needs assessment.

School and Head Start Center Activities for Parents

The Head Start directors and elementary school principals have agreed to open the elementary schools for a variety of night time activities for parents and for families. These include:

1) Parent-Teacher Recreational Evenings for volleyball, basketball, cards etc. (Babysitting would be provided at the school)

2) Parent-Teacher socials to include pot-luck dinners

3) Open Houses scheduled periodically for parents and the community to visit the school and meet informally with teachers

4) Meetings to present the STEP and Exploring Parenting Series

5) Training for parents and residents of the community who wish to become classroom volunteers

6) A "gripe-session" for parents. A regularly scheduled opportunity to talk with the school principal about issues that concern them

7) Training on how to use the Parent/Child Activity Cards developed by the Chattanooga Public Schools. This meeting would be held with the participation of classroom teachers and open to family members of children in that grade.

8) Parent-Teacher Conferences to talk about the child's program in school and plan cooperative approaches to the development of the child's basic educational skills

9) Quarterly meetings for teachers to explain the curriculum to all the parents of students in the class. These group meetings will provide parents with a basic orientation to the curriculum objectives in each subject matter area and encourage parents to discuss how they can help their children at home.

These meetings will also encourage parents to share with each other, the successful teaching strategies that they have developed and used with their children at home. These meetings will be classroom based, for the parents of children in that class to discuss the curriuculm with their child's teacher. A copy of the curriculum objectives for each grade, recently revised by the Erie Public School system, will be distributed to parents and discussed at these meetings.

In addition to the activities listed above, other BES parent involvement strategies will be implemented in both Head Start and the elementary schools.

Parent Room

The elementary schools will establish a special Parent Room. This room will be furnished comfortably and have coffee available. Parents will be encouraged to use the Parent Room at any time. In response to the parents' wishes, as expressed in the needs assessment, the room will contain a Learning Center with examples of learning ativities that parents can use at home to develop their child's basic educational skills, a set of the Parent/Child

Activity Cards developed by the Chattanooga Public Schools, a copy of the school's parent handbook, the curriculum objectives for each grade and other educational resources that parents can use.

Lunch with your Child at Pfeiffer-Burleigh School

On a rotated basis, a small cluster of parents will be invited to have lunch at school with their child. This will help parents feel comfortable in the school and provide an informal opportunity for them to meet their child's teacher and principal.

Lunch with your Child's Teacher at Edison School

On a rotated basis by classroom, parents of children who attend the Edison Elementary School will be invited to the school to have lunch with their child's teacher. These lunches will provide the teacher with an opportunity to inform parents of curricular objectives. These lunches are also seen as time for parents to ask the teacher questions about their child and the child's progress and to develop, with the teacher, cooperative home-school instructional strategies.

Parent Telephone Hotline

A Parent Telephone Hot Line will be set up by the Erie BES program in conjunction with Head Start and the Erie Public Schools. This will provide parents with the opportunity to telephone the BES program offices and ask questions that relate to their child's Head Start and elementary school education, and find out information about scheduled parent meetings and school or Head Start sponsored events.

School Study Committees

School Study Committees will be established by school principals. These committees, composed of teachers and parents, will be charged by the principal to study certain school related problems and prepare recommendations to the principal. These Joint Study Committees in the public elementary schools will serve the same functions as the Head Start Policy Advisory committee. The principal of the Pfeiffer-Burleigh school is planning to have the School Study Committee begin by developing a Pfeiffer-Burleigh School Handbook that will contain general information about the school, describe the opportunities for parent participation in school activities and encourage parents to be involved, describe the BES program, list school rules and the school calendar. When completed, this Handbook will be distributed to all parents with children in the Pfeiffer-Burleigh school.

Monthly BES School Newspaper

A monthly school newsletter will be created. The newsletter will be sent to parents. It will contain a calendar of the coming events for parents and teachers, report on individual class activities, have a message from the school principal, include activities that parents can do at home to develop the basic educational skills of their children, and have articles and comments by parents.

Public Service Television and Basic Educational Skills

To encourage parents to participate in their child's education at school and in the home, the BES program in conjunction with the Erie Public Schools is planning a series of 60 second television presentations. The purpose of these short public service announcements will be to encourage parents

to work with the schools and school teachers on behalf of the child. Individual T.V. presentations will provide examples of things parents can do at home to help their child learn, encourage parents to use the Parent Telephone Hot Line for their questions, suggest that parents talk with their child's teacher at least twice a year and focus on similar topics that will encourage parents to become more involved with their child's education at school and in the home.

For the Family Whose Child Needs a Tutor or Assistance

Teachers at each elementary school will inform parents when their child is not achieving grade level expectations in subject matter areas. This information will be mailed directly to the parents at home. Parents will be asked to make an appointment to talk with the teacher. A copy of this note from the teacher to the parents will also be sent to the BES staff. The BES staff will then contact the parents to make sure that the note was received, and to talk about the note's content. The BES staff will help set up the meeting with the teacher and provide babysitting and transportation, if necessary. The BES staff will also work with the teacher to select appropriate Parent/Child Activity Cards or other learning activities that parents can do to help their child improve basic skills and attain appropriate grade and subject matter achievement levels. The BES staff will help the parent learn how to use the selected activities, provide ongoing support to these families, and act to strengthen parent-teacher cooperative efforts on behalf of the child. As part of this effort, peer tutors will be selected from a list of peer volunteer "teacher aides", to tutor the child who is having difficulty achieving grade level norms.

Building an Effective Parent-Teacher Educational Team

Information gained from the needs assessment and conversations with principals and teachers indicates that both parents and teachers in Head Start and the elementary schools believe that parents should take a more active role in the education of children. Comments from parents and teachers indicate that both parties need to learn how to work cooperatively with each other. Preservice and inservice teacher training will address the BES initiative and review the various strategies planned to build a closer home/school relationship. Attention will be paid to how teachers can take a welcoming stance toward parents. They will be encouraged to contact and make use of the BES parent involvement staff.

The BES staff, elementary school principals, and selected teachers will help parents learn how best to communicate with teachers and the school. This will be a focus for neighborhood and school based meetings and the topic of the public service television announcements. The BES staff will, in their interactions with individual parents, help them learn how to ask questions of teachers and, when necessary, be present during parent-teacher conferences to facilitate communication. The elementary school principals have planned to help parents communicate with teachers. At parent-principal meetings, scheduled for early this fall, the principals will help parents learn how to gain the most benefit from parent-teacher conferences. Each principal has stated that they will serve parents by working with the BES staff to arrange parent-teacher meetings and even to be present, if requested.

The periodic meetings that teachers will have with the parents of the children in their class will serve the following purposes: (1) for the teacher to explain and discuss classroom and curriculum objectives; (2)

to discuss school and classroom rules and strategies for coping with problems of discipline; (3) to distribute Parent/Child Activity Cards and demonstrate their use; and (4) for parents to exchange with each other successful strategies they have employed at home to help their children to gain basic eduational skills.

The needs assessment completed by the Erie BES staff revealed that 73% of the parents would like to volunteer in the classrooms. Parents also indicated what kinds of activities they would feel comfortable doing with children in the classroom. This information will be compiled and distributed to Head Start and elementary school teachers. The BES staff will work closely with the teachers and principals to set up an orientation process for those parents who wish to be classroom volunteers. The orientation will help parents learn when and how best to volunteer, and include an opportunity to talk with the teacher in whose room the parent will volunteer. Parents, based upon their interests, will work with individual children, make a presentation to the class as a whole or work with a small group of students.

Other BES Goals for Parent Involvement

The previous section of this chapter has discussed the plans that have been made by Head Start and the public schools, in cooperation with the Erie BES staff to involve parents in the BES initiative. The following goals have been developed by the BES staff and will be pursued in addition to the ones noted above.

A Family Interest Assessment will be completed by the BES staff. This assessment will record the hobbies, interests and cultural activities that children, parents and other parenting adults in the home engage in from

day-to-day. The purpose of this Family Interest Assessment is to help teachers provide BES activities for the child in Head Start and the elementary schools that build upon the experiences that the child brings into the classroom. (The information will also be used in the same way when training parents).

Results from the Family Interest Assessment will be compiled and distributed to the appropriate Head Start or elementary school teacher. The liaison person in the school and at Head Start will work with the BES staff to find out from teachers the curriculum areas that lend themselves to the interests and skills reported in the Interest Assessment. Individual parent-teacher meetings will be held to plan the details of the parents classroom participation. The BES Parent Aides will continue to make home visits to gather this information.

Erie has a Reading Is Fundamental (RIF) program. The BES staff has made contact with this program and plans to work closely with it in the future. The Erie BES program will involve the Reading Is Fundamental program to provide books for each child in the BES program. The RIF program will provide workshops for BES parents that will teach them how to develop their child's interest in reading and language, and how to use books to read and tell stories to children. These topics will be presented in RIF workshops, to BES neighborhood parent groups, and at BES workshops for parents offered at the elementary schools.

One interesting result from the Erie BES staff visit to Mary B. Martin School in Cleveland was finding out that their RIF program also helps the school obtain books for parents. Therefore the Erie BES staff plans to work with their RIF program to order books that parents express a desire to own.

The Erie BES program has devised a system of incentives to encourage parents to attend BES workshops and teacher/parent conferences. When parents participate in these BES events they will receive "parent involvement stickers". Parents may accumulate these stickers to trade for food vouchers and commercial appliances that have been donated to the Erie BES Program by Erie community retail and wholesale stores.

In its meetings with parents, the BES staff has discovered parents and family needs for social services. The BES staff has been making referrals of these families to the appropriate social service agencies. The staff sees its role as one of communicating these needs to the appropriate source rather than meeting those needs directly.

Curriculum in Parent Involvement

The Erie BES staff wants to acquire one or more of the commercially available parent education programs to use in parent workshops and the make available to parent groups. To select a parent education package that will be appropriate and appealing to parents in the community, several parents have been evaluating audio-visual parent education materials. Their preliminary evaluations gave a poor rating to the "Footsteps" series and favorable comments to the "Exploring Parenting", "STEP" and "Look at Me" series. In addition, Mrs. Early, a retired Erie Public School teacher and author, will work with the BES programs to help parents learn to create and use educational materials with their children at home.

BES Head Start and Elementary School Committees

Head Start Center directors and elementary principals will develop school and center-based advisory committees. BES parent representatives will be members of the Head Start Center Parent Advisory Committee. The

elementary school principals will develop joint parent/teacher Study Committees to meet and discuss particular problems in the instructional program at the school. This committee will make recommendations to the principal.

Neighborhood-Based Parent Self-Development Program Plans

Beginning in the fall, 1980, neighborhood parent groups will be organized. Since many parents have indicated a desire to develop their neighborhood into a parenting resource community, parent groups will be started in those neighborhoods that send children to the BES Head Start and feeder elementary schools. A goal for these meetings is to develop self-help, neighborhood based, basic skills networks. Parents will be helped to gain the skills necessary to teach other parents in their neighborhood how to become teachers of their own children. Parents will also gain a better understanding of child development. The BES staff will work with the neighborhood hosts and leaders to plan these meetings. Parents will meet in the homes of their neighbors. The focus of these meetings will be:

1) To present the "Exploring Parenting," "STEP," and "Look at Me" series
2) To meet and talk with Head Start and school principals and teachers
3) To encourage participation in activities for parents held at Head Start and elementary schools, and to arrange the necessary baby-sitting and transportation to permit parents to attend these meetings.
4) To demonstrate the use of the basic educational skills Parent/Child Activity Cards.
5) To introduce adult educational opportunities and to meet and talk with representatives of social service agencies like the Adult Learning Center
6) To discuss common parenting problems or concerns

Parent/Child Activity Cards

Teachers and parents will use the Parent/Child Activity Cards developed by the Chattanooga Public Schools to reinforce and extend the classroom based learning into the home. The Head Start teachers will discuss and demonstrate the use of these cards with individual parents at each of the three scheduled Head Start parent-teacher conferences. Working with the BES parent staff, elementary school teachers will select those Parent/Child Activity Cards that will be most helpful to develop a particular child's skills.

Head Start and elementary school parents will receive these cards in a number of ways:

a) Parent Aides will take cards to the home;

b) the teacher will send cards home with the child;

c) teachers will mail cards to parents;

d) they may be distributed to parents in teacher/parent conferences; and

e) Parent/Child Activity Cards will be demonstrated and distributed to parents at workshops.

The Erie Public School Curriculum Coordinator and the Head Start Curriculum Coordinator have agreed to help teachers develop strategies to use the Parent/ Child Activity Cards with parents and in the classroom. This teacher training will begin in the fall of 1980. (The Parent/Child Activity Cards are described in detail on page 58.)

IV TEACHER ATTITUDES AND BEHAVIOR

As stated elsewhere in this program description, the BES staff with the cooperation and participation of the administrator of the Erie Public Schools and Head Start Program has completed a thorough effort to inform the Head Start and Elementary School teachers about the goals of the BES program.

The BES staff has met several times with the principal and teachers at Edison Elementary School. The facilitator was present at one of these meetings. The teachers demonstrated unusual interest in the BES program. A couple of elementary teachers, speaking for the group as a whole, stated that the BES effort provided the focus that the Edison teachers needed. The teachers showed interest in the four BES program components. The Curriculum and Parent Involvement components seemed to draw the most interest. Toward the end of the meeting the BES Program Director spoke of future meetings of Edison teachers to make plans to implement the BES program at the school. The facilitator fully expected that meetings would be scheduled to begin in the fall, 1980, since it was already close to the end of the 79-80 academic year. But the teachers at Edison volunteered to begin planning their BES program during the summer months.

The principal of Pfeiffer-Burleigh school met with a pool of teachers from which would be picked those who would teach at the new Pfeiffer-Burleigh Elementary school in the fall. The principal provided the teachers with an orientation to the BES program and described the four program components. In addition, he distributed a summary description of the Responsive Education Program that he had written. He told the teachers that the Pfeiffer-Burleigh school would institute the BES Responsive Education program beginning in the fall of 1980, and that the school would be a national BES-Responsive

Education site. He stressed that all teachers who would teach at Pfeiffer-Burleigh would be expected to participate in the four BES program elements and a special inservice BES training program. He urged them to keep this in mind in deciding if they wanted to teach at the new Pfeiffer-Burleigh School.

After the Pfeiffer-Burleigh teachers were selected, the BES staff completed a needs assessment with the teachers at each elementary school and the participating Head Start centers. The needs assessment, the urgings of the teachers at Edison and the requests of several Head Start and Pfeiffer-Burleigh teachers have lead to the development of teacher training plans that begin this summer and continue into the 1980-81 academic year.

Head Start administrators and the Erie Elementary School principals and Curriculum Coordinator have agreed to schedule four days of preservice teacher training and nine half days of inservice teacher training (no less than one half day each month) to provide BES training to elementary and Head Start teachers.

The facilitator, the Elementary School and Head Start Administration and the liaison people are planning to implement an innovative BES staff development program. An important teacher BES orientation and training base will consist of sheets that the facilitator has developed which present the cognitive, social and emotional developmental characteristics of children in Head Start and each grade, kindergarten through the fourth grade. Each BES teacher will receive a copy of the sheets appropriate for his/her grade, and the corresponding BES "Required Aspects" and "Child Outcomes" from Appendix A of the BES Guidelines. These sheets will be used to orient teachers to the curricular goals and objectives of the BES-Responsive

program, and will be used with the Curriculum Guides during the staff development program as a resource and reference. The Facilitator will also develop an edition of these sheets to use in training parents.

Video-tape will be used in staff development activities with Erie BES Head Start and Elementary School teachers. The facilitator has been impressed with the power and efficiency of video-tape when used in in-service teacher training. The BES and Head Start Curriculum Specialist, the elementary school principals, and the facilitator will make video tapes of BES classroom teaching. These tapes will be shown in teacher training workshops to: 1) analyze teacher-student interaction patterns; 2) show examples of the Responsive teaching of basic educational skills; and 3) to create a visual record of the changes in classroom organization and teaching strategies that occur as a result of the influence of the BES project in Erie.

CURRICULUM IN TEACHER ATTITUDES AND BEHAVIOR

The needs assessment indicated that both Head Start and elementary school teachers want training that will help them enrich their curriculum offerings to children.

The Head Start curriculum work plan addresses 13 CDA competency areas and provides examples of activities that Head Start teachers can use to help develop those competencies. During the needs assessment, Head Start teachers said they want more examples of curriculum ideas they can use to help children gain developmentally appropriate basic educational skills. They also desire training on how to work with small groups of students and meet the individual educational needs of the child.

Plans have been made to hold workshops this fall for Head Start and kindergarten teachers. The Head Start and BES Curriculum Specialists, the Head Start Supervisors and the Curriculum Coordinator from the Erie Public Schools will engage the teachers in a review of the Head Start work plan. The guiding staff will then create a variety of activities ranging from simple, to complex, that will develop each of the basic educational skills and learning attitudes listed on page 12 of the BES Program Guidelines. This workshop series will also focus on new strategies for teaching basic educational skills in Head Start and kindergarten. Research in child development and early childhood education will be reviewed for its teaching implications. Learning materials will be reviewed, and the development and use of individualized and small group instruction techniques will be presented. The training will also focus on the physical setting of the classroom and provide skills in managing instructional space and time. An expected outcome of these joint staff development training sessions will be a coordinated, continuous curriculum plan from Head Start through kindergarten.

These joint training sessions will then be broadened to include first, second and third grade teachers. It is hoped that by the end of the 1981 academic year, these joint teacher inservice training sessions will have produced curriculum continuity from Head Start to the fourth grade.

The book Disadvantaged Preschool Children, A Source Book for Teachers by Bender and Bender will be used to suggest activities for teaching basic educational skills to Head Start and kindergarten children. The teachers will be actively engaged in developing and trying out the BES-Responsive learning activities and teaching strategies in their Head Start and kinder-

garten classes. The activities and teaching strategies that are most useful will be video-tape recorded and become part of a new, integrated BES-Responsive Process Head Start/Kindergarten Curriculum Work Plan and training reference. The new work plan will then help to provide curriculum continuity between Head Start and kindergarten. The preservice training will be given to the combined teaching staff of Edison and Pfeiffer-Burleigh Schools. This training will focus on a review of the BES program and the goals of the four program components. Training in the use of the Parent/Child Activity Cards program will also be provided. Teachers will learn how the cards are used to develop continuity between classroom and home instruction.

The inservice training for elementary school teachers will cover classroom management and the creation and use of learning centers. The principals of the two Erie elementary schools and the Curriculum Coordinator want to encourage teachers to provide children with opportunities to engage in self-directed learning tasks in the classroom. Inservice BES teacher training will engage the teachers in reorganizing their instructional time and classroom space to provide a combination of both child-initiated and teacher-directed learning.

A major focus of this training will be to help teachers use the revised Student Profile Sheets and other information about the child to develop individualized lesson plans. The ability to create individualized, basic educational skill lesson plans is a core skill necessary to implement the Responsive Education-BES Program process. The organization of classroom physical space, time, and the management of groups is based on data generated from the diagnostic/prescriptive teaching process. Erie Head Start and elementary school teachers have expressed the desire to improve their

skills in planning and implementing an individualized responsive approach to teaching basic educational skills.

PARENT INVOLVEMENT IN TEACHER ATTITUDES AND BEHAVIOR

Thirteen Head Start and sixteen elementary teachers who will be teaching at the BES Head Start Centers and elementary schools have enrolled in a course to be taught this summer at Edinboro College. This course has been created to meet the needs of the BES-Responsive program. It will address the training requests expressed by the teachers during the BES needs assessment. The course will also focus on the relationship of the four BES program component areas. Three Edinboro Department of Education faculty members will teach the course. These teachers have met with the BES staff, become familiar with the BES program, and have spoken with several of the teachers who are enrolled in the course.

The content of the course will focus on communicating and working with parents. Topics to be addressed will be "Managing Adults Productively: Teacher Assistants and Parent Volunteers", "Communicating and Planning with Parents, Individually and in Meetings", and "Building Positive and Constructive Attitudes in Work with Parents". The course will also focus on time management skills for the classroom. The three professors who will teach the course have stated that the presentation of the course will include "hands-on" activities for teachers, role playing and small group discussion. Both graduate and undergraduate credit will be given to the BES Head Start and Elementary School teachers who successfully complete the course. Head Start is paying the tuition for the enrolled Head Start teachers. The BES program will pay the tuition for the elementary school teachers. An interesting feature of this summer training experience will be that the BES

Head Start and Elementary School teachers will live together in dormitories at Edinboro College for the duration of the course. This will provide an unusually fine opportunity for these teachers to become acquainted with each other and with each other's work.

The emphasis on parent involvement training for BES Head Start and elementary teachers will continue throughout the 1980-81 academic year. A special two-day workshop for teachers is being planned to address how effectively to avert and/or resolve conflict when working with parents. Other topics to be included in fall inservice training for teachers are:

- Using the Parent/Child Activity Cards to develop a Teacher/Parent BES-Responsive teaching team;
- Planning for parent involvement in the classroom;
- Sensitivity training to help teachers become more aware of their own attitudes and feelings so that they can build effective teacher-parent bonds.

CONTINUITY IN TEACHER ATTITUDES AND BEHAVIOR

As stated elsewhere in this program description, to date all BES program personnel in the Erie Head Start and elementary schools have demonstrated a highly cooperative and fruitful working relationship. The facilitator has been continuously impressed by the educational communities cooperative embrace of the BES program.

The administrators and teachers in Head Start, and the public schools meet frequently to talk over plans for the BES program. The response of the Edison Elementary Schools teachers, mentioned above, was unusual in that <u>few teachers in this writer's experience, volunteer their summer vacation time to plan a work related project</u>. The two elementary school principals and Erie Schools Curriculum Coordinator view the goals of the BES program to be synonymous with their own goals for the Erie Elementary schools.

Head Start Parents and Curriculum Specialists and teachers also have found their participation in the BES program productive and rewarding. The Erie Head Start Director, Dorothy Christoph, has said that the BES is responsible for a positive change in the attitudes and behavior of Head Start teachers. The following are quotes from a letter she wrote in this regard:

> "Three factors have helped in a very positive turn around. About twenty-five percent can be attributed to the reorganization of the agency executive unit and the support and time given to Head Start. Another twenty-five percent can be attributed to subtle changes in the program supervisor's job description, the hiring of new ones and the effective management styles of these three. But fully fifty percent of this change must be credited to the BES Program, staff and facilitators." ..
>
> "I cannot overemphasize the role BES has played in these changes. The stipend, of course, demonstrated the important factor of staff's time and "sweetened the load". More important though, were the listening ears of the BES staff and facilitators, their responsiveness to staff, the excellent training sessions, and the modeling for all of us in a supervisory position. I can vouch that I, too, have grown and benefited from this experience."

The plans, discussed above, to combine Head Start and kindergarten in-service teacher training will strengthen the cooperation between people and programs. Likewise, the plans to combine the Edison and Pfeiffer-Burleigh teachers in joint preservice and inservice training will build curriculum continuity in and between the grades in these two schools.

The Erie Public School system gives a great deal of the responsibility for instructional leadership to the school principal. The systems Curriculum Coordinator is also very influential. The principals and Curriculum Coordinator have expressed the desire to be directly involved in BES staff development activities. As mentioned elsewhere in this program description, the objectives of the Responsive-BES program reinforce the goals of the

principals and Curriculum Coordinator. The principals and Curriculum Coordinator have stated that they intend, in the coming academic year, to spend time in school classrooms helping teachers implement the Responsive-BES curriculum. The facilitator believes that this will add significant strength to the BES efforts in Erie's two feeder elementary schools.

Each BES elementary school in Erie will have a BES Liaison person. The Liaison person will participate in the staff development effort by being responsible for disseminating information about the BES program to the teachers in the school, helping to coordinate the Parent/Child Activity Card program, organizing the staff training efforts and administering the BES-Responsive Education Classroom Observation Instrument. The BES Liaison people will be important members of the BES staff development staff.

V CONTINUITY

Many past BES activities to develop continuity and the future BES continuity plan have been described elsewhere in this program desription. This section will review some of them.

Curriculum In Continuity

From the beginning of the BES effort in Erie, the representatives of educational agencies expressed the desire to cooperate fully with each other so that the educational program offered to children and parents would be well coordinated, and insure sequential, developmentally appropriate basic educational skills in the home and school from preschool through the sixth grade. To build inter-agency cooperation and coordination, Head Start and the elementary schools have, from the beginning, held frequent joint BES planning meetings and participated in each other's program planning and administrative meetings.

The Erie City Public School Curriculum Specialist participated with Head Start administration in the hiring of the BES Curriculum Specialist. It was felt that since the BES Curriculum Specialist would play an important linking role for Head Start and the Erie Public Elementary Schools, that both agencies should participate in evaluating candidates for the position and making the final decision. It has been joint ventures, like this, that have helped to create the unusually close and cooperative working relationship that exists between the BES staff, Head Start and Public School administrations.

The Erie School District has completed work on the development of a new Basic Skills Curriculum Guide. This guide has been distributed to teachers and will provide a focus for the elementary teacher's perservice

training this fall. Recently it was presented in a workshop conducted by the School District's Curriculum Specialist and the Principal of the Pfeiffer-Burleigh School for Head Start teachers and administrators. The School District's Kindergarten Guide was distributed to Head Start teachers to help them gain an understanding and appreciation for how their activities will be further extended and developed by the kindergarten experiences.

Head Start and kindergarten teachers have begun to visit each other's classrooms and learn more about each other's curriculum and program organization. A Pupil Profile Sheet will be developed so that Head Start teachers can record information about the educational achievements and needs of the Head Start child. This sheet will be passed to the parent and the kindergarten teacher at the third and last Head Start parent-teacher conference. This meeting of the Head Start and kindergarten teachers with the parent create a significant link between the Head Start and kindergarten classrooms and continue the Parent/Child Activity Card Program efforts at home.

As mentioned above, this fall Head Start and kindergarten teachers and the Erie School's Curriculum Coordinator will work with Head Start program coordinators to revise the Head Start Work Plan and Curriculum Guide. The Responsive Educational Principles and the BES positive learning attitudes will be woven into the Curriculum Guide that already focuses on the development of basic educational skills. The list of examples of teaching strategies and activities that develop each basic educational skill will be broadened and new ones will be added. The combined efforts of kindergarten teachers and Erie School's Curriculum Coordinator will insure that the activities listed will provide the Head Start child with a good educational background with which to enter kindergarten.

The Kindergarten Curriculum Guide already addresses the basic educational skills and learning attitudes listed on page 12 of the Basic Educational Skills Program Guidelines.

Parent Involvement in Continuity

As stated in the Parent Involvement section of this program description the Head Start and elementary school administrators and staff consider the BES parent involvement effort to be equally as important as the curriculum provided by the teachers. However, the parent involvement effort will get the most attention in the Erie BES program because the educational community believes that their efforts with parents will be of crucial importance to the development and continuity between the home and school. A variety of home and school program activities, listed in the Parent Involvement Section, have been planned to build this continuity.

The Erie BES program will use the Parent/Child Activity Cards developed by the Chattanooga Public Schools. Through these cards, parents are made aware of what the child is learning in school, receive an explanation of how to do the activity on the card and how the activity helps the child gain skills. Parents are encouraged to do something WITH the child rather than TO the child. The activities are intended to be easy, and require few materials. Teachers will participate in helping to select, with parents and the BES Parent Aide, those cards which reinforce classroom activities and will best help the particular child acquire a basic skill. These cards maybe taken home by the child, parent or BES staff member. Selected cards will be used with parent groups to demonstrate teaching techniques. The cards will also be used by teachers or parent volunteers with individual students to reinforce instructional activities in the school. Parent/Child

Activity Cards have been developed for children from preschool through the fourth grade in communication, reading and mathematics.

The materials will be adaptable to several delivery options that will be employed by the Erie BES program. These include direct service to parents, delivery to the child for take home by the classroom teacher, and home-visitor delivery. The BES program will develop a series of workshop for parents and home visits to individual families that will show them how to use these activity cards, and give parents practice in using them.

As each basic skill learning activity and appropriate card is presented, parents will be taught how to teach the activity so that their child not only learns the designated subject matter skill, but also develops interest in further learning, self-esteem as a learner, motivation and the other basic skill learning attitudes.

The Curriculum Coordinators for the Head Start and Erie Public Schools have agreed to duplicate the Parent/Child Activity Cards. Each teacher in the two BES Head Start and feeder elementary schools will be given a set of the cards during the preservice teacher training to begin in fall, 1980. The principals and Head Start Curriculum Coordinator have expressed great interest in these cards and will participate in explaining and demonstrating their use to teachers during preservice and inservice teacher training sessions scheduled for the fall, 1980.

The Erie School District Curriculum Coordinators' and School Principals' interest in these cards developed from observing similar activity cards in use with teachers and families in Richmond, Virginia, and from two days of training in the use of the cards provided for teachers in the two BES elementary schools by the Richmond, Virginia Follow Through Program.

This summer the Erie BES Curriculum Specialist will visit the Chattanooga

Public Schools to learn more about how to use the Parent/Child Activity Cards effectively to involve parents in the education of their children. Other purposes for the visit will be: 1) to learn about training strategies that have sucessfully taught teachers and parents to use the cards; and 2) to learn how the cards can be used to foster a teacher-parent educational partnership at home and in the classroom.

Several strategies are being used to develop closer ties between Head Start, the schools and home. The social and recreational activities for both Head Start and elementary schools will give teachers and parents an opportunity to relate to each other informally and enjoyably.

The monthly meetings held by teachers for the parents of the children in the class will provide parents an opportunity to learn more about the teacher's curricular objectives and a chance to ask questions.

Eating lunch with their child or child's teacher, will offer elementary school parents other opportunities to visit and create important ties with the school and teachers.

The BES staff and Head Start and elementary school teachers will use data gathered in the Family Interest Assessment to plan ways that parents can volunteer in the classroom. It should be remembered that 73% of the parents stated they would volunteer in the classroom. The BES program plans to capitalize on this interest and willingness. To give every chance of success to this effort, teachers will meet with each parent volunteer before the parent comes into the project to carefully plan what the parent will do and how. This planning is essential if parents are to feel comfortable, enjoy their classroom experience and wish to continue their classroom volunteer experiences.

The BES Parent Involvement staff has spent much of its time talking

to parents of Head Start and elementary school students. They plan to continue this effort in the coming year because they feel the attention has encouraged parents to make contact with the teachers and to find out how they can help their child learn at home.

A less personal, but equally effective plan to involve parents at school and encourage parents to attend is the Parent Involvement Sticker incentive plan described above in detail.

The BES neighborhood based parent group meetings are designed to build a local community of BES parents who band together on behalf of their children's education. In addition to the cooperative support that parents in such a group can provide each other generally, these neighborhood groups hope to develop Saturday morning story hours for children, provide babysitting for a parent who has a meeting with the teacher or collectively be a potent force for quality education within the neighborhood school and before the local school board.

Probably the most creative and direct BES effort made to help the Head Start child experience continuity when he/she moves into kindergarten was the film strip made by the Erie BES Parent Involvement staff. This film strip, shows the Head Start child what it will be like in kindergarten and helps the child look forward with confidence to school.

Teacher Attitudes and Behavior in Continuity

The Erie Public School's Basic Skills Curriculum Guide presents an effective plan for the development of curricular continuity between kindergarten and the sixth grade. Preservice and inservice teacher training will address how teachers will use the guide to develop a Responsive BES curriculum in their classroom. Both the Edison and Pfeiffer-Burleigh school teachers will be brought together so that curricular continuity exists between

and within grades and in both feeder elementary schools.

The Pupil Profile Sheet is used by elementary school teachers to record each child's subject area achievement scores. This sheet is passesd to the teacher in the next grade. The Pupil Profile Sheet needs to be revised and elaborated. Although the sheets provide space to record the student's academic achievement scores, there is no defined area for information about the child's development of positive learning attitudes. Nor is there space to record the child's interests and related skills. The facilitator plans to work with elementary school teachers to help design a Pupil Profile Sheet that will more fully reflect the needs of the Responsive-BES program.

As stated above, a focus of inservice teacher training will be diagnostic teaching and the development and use of individualized lesson plans. Diagnostic/ Prescriptive teaching is at the heart of educational continuity because it insures that the child, as learner, is a logical extension of the child as person. The basic principles of the Responsive Education Program process mandate individualized lesson plans.

A DESCRIPTION OF THE FACILITATOR'S ROLE

The Facilitator

The Far West Laboratory for Educational Research and Development (FWL), the facilitator for the Erie BES project, has for the past ten years been refining and implementing its Responsive Education Program (Responsive Model). The Laboratory has provided training and technical assistance in many parts of the world, but particularly to Head Start and Follow Through Programs in the United States.

The Responsive Model represents a truly interactive approach to learning and is grounded in experiences with children from birth through the

early school years. Parents are an integral part of the child's attitudes toward learning and the child's life, having a bearing on all other developmental domains.

This model is both Developmental-Interactive and Developmental-Cognitive in nature. The teacher's role is that of an analyzer of child behavior and of the physical and social milieu of the classroom. The teacher participates actively in organizing learning experiences, guiding children's discoveries, and creating individual and group experiences to meet the development needs of children.

The model is heavily grounded in child development theory so that teachers can be artful observers and analyzers, and skillful interveners. Developmental stages are used to understand the needs and behavior patterns of children. The content of the curriculum is flexible to meet individual needs and based on a developmental understanding of children and tasks. Teachers initiate interaction, as do children, and the curriculum is structured with emphasis on spatial rather than temporal structures. Special emphasis is placed on children's active experience with materials in order to create learning based on understanding. Intellectual development is viewed not as an isolated entity, but as one of six development domains including social-emotional, language, moral, physical and psycho-sexual. These domains are intimately related to each other, and are appropriate content areas for curricular considerations.

The Responsive Model sees the style of interaction used by teachers, parents and other adults with children, as lessons in how to view and be viewed in the world. Children gain their emotional and social skills, opinions and world view partly from the way they are treated while performing tasks.

The Responsive Model has three goals:

To support cognitive development by promoting the development of problem-solving abilities that enable learners to think creatively and critically and act to produce effective and appropriate solutions to problems.

To support healthy self-concept by supporting learners in using their own ideas, values and learning styles productively so that they see themselves realistically and have confidence in their potential for growth.

To support cultural pluralism by promoting the development of attitudes and behaviors that enable learners to understand and value ethnic and cultural diversity and to interact equitably in a pluralistic society.

The three goals of the program define the conditions of a Responsive learning environment. Whatever the curriculum content, a Responsive classroom has four characteristics which are recognized as the principles of the program for children:

- Children's experience, backgrounds, and interests are assets. The Responsive approach is based on the assumptions that learning is most productive when founded on existing skills and interests, and that children of all ethnic and economic groups come to the classroom with valuable experience and ways of doing things.

- Children develop increasing responsibility for their own learning. While teachers provide support to the degree that children need it, they strive to help children become self-motivating and self-regulating in the proceess of formulating and solving questions or problems.

- Children learn skills and concepts through meaningful, integrated learning experiences. Learning experiences are developmentally appropriate and based on the children's interests and real-world needs. Academic skills (e.g. reading, computing) are presented as important tools for problem solving. A learning experience usually incorporates a variety of academic skills.

- Children share knowledge and ideas. Children learn to use others as resources and to respect different points of view and different ways of doing things. They interact productively to raise and resolve social issues. When the goals and principles are implemented, the classroom is organized to permit individual, small-group and large-group activities. Children are offered choices of activities through learning centers or other arrangements. Materials are placed

> within easy reach of the children and are appropriate for a variety of learning modes. The children's work and their own, and other ethnic groups, are represented in materials and displays.

The program is implemented through the staff development of adults working in the classroom. Staff development can be conducted either by Responsive Model staff or by local staff developers who receive training in the program. Books, films, handbooks, and other materials supplement the staff development.

A major objective of the Model is to support the child, family, teacher, and institutional behavior that promotes the child's growth and development and attainment of educational abilitites to meet successfully his or her own needs and those of society. An essential feature of the program is the linkage with parents who are seen as a vital, integral part of their children's learning.

The Responsive Model's Parent Involvement Component has three purposes. The first purpose of the Responsive Parent Involvement Program is to create a link between the school, home, and community which facilitates children's learning.

The second and related purpose is to provide additional resources within the classroom. Parent participation in classroom activities not only allows for increased individual attention, but also serves as a means of bringing the knowledge and experience of the community and the variety of ethnic and cultural groups in the community directly into the classroom. In this way, the Parent Involvement Program supports the program goal of expanding children's interaction with people of different cultures and enhancing their understanding and valuing of cultural diversity.

The third purpose is that of community support for education. Parents can have an impact on education by increasing their participation in policy-advisory and decision-making bodies, as well as in broadening the support

base for adequate school budgets.

A fourth purpose of the Responsive Parent Involvement program is to extend learning activities into the home. Parents are natural teachers of their children. They support the efforts of the school by developing skills to facilitate learning at home through participation in programs such as the toy library, parent/child learning center, child development training, etc.